Graduate Course List for 1998-1999


Key: a=Sept-Dec, b=Jan-April, y=Sept-April, no letter=Sept-April. See weights at the end of each description.

LEARNING AND ANIMAL BEHAVIOR

501. Advanced Seminar in Learning. Area Faculty. The purpose of this weekly seminar is to review current research topics in learning and animal behavior at an advanced level and to present current research findings of area graduate students and faculty. All students in learning and animal behavior are expected to attend and participate. Second and Third Year students may wish to take the course for credit. Full course; two terms

505b. The Evolution of Learning and Cognition.  W. A. Roberts. This course will examine the evolution of learning and cognitive processes in animals and humans. The role of ecological pressure in the development of adaptive cognitive and behaviour specializations will be examined. Some issues to be discussed are general processes and adaptive specializations, homology and analogy in the evolution of adaptive processes, and the ecological and anthropocentric programs of research. Specific areas of research to be covered are perception and attention, habituation and learning, discrimination and categorization, memory, spatial cognition and foraging, timing and counting, social learning, cognitive ethology, and communication and language. The following textbook plus selected papers will form the basis for the course. Students will be asked to write papers and give presentations in class on topics chosen in consultation with the instructor. Shettleworth, S. J. (1998). Cognition, Evolution, and Behavior. New York: Oxford University Press. Half course; one term

SENSATION AND PERCEPTION

513b. Psychology of Pain. G. Rollman. Topics include the psychological, clinical, and physiological correlates of the pain experience, the major theories of pain mechanisms, congenital insensitivity to pain, psychophysical assessment of the sensory and affective components of pain, and the placebo effect. Attention will be devoted to problems associated with headaches, back pain, labour pain, and neurogenic pain states. As well, the management of pain by analgesic drugs, hypnosis, neurosurgery, acupuncture, electrical stimulation, biofeedback, cognitive-behaviour therapy, and operant conditioning will be examined. Meetings will be arranged with medical personnel concerned with clinical diagnosis and treatment of acute and chronic pain. Half course; one term.

DEVELOPMENTAL

531b. Research Methods in Developmental Psychology. X. Chen. This course will focus on conceptual, design, and analytic issues in research on behavioural development. The topics will include observation in laboratory and naturalistic settings, interviews and standardized tests, developmental changes and differences, longitudinal studies, modelling approaches, qualitative methods, and cross-cultural research. Data presentation and publications will also be discussed. Half course; one term.

MEASUREMENT

540. Research Design. R. Gardner. This course serves as a general survey and introduction to statistics at the graduate level, stressing a conceptual understanding and appreciation of major analytic procedures. Topics covered include the logic of inferential statistics, correlation and regression, univariate analysis of
variance (both traditional and regression approaches), multivariate analysis of variance, multiple regression, discriminant function analysis, canonical correlation, factor analysis and causal modelling. Full course; two terms

**541b. Factor Analysis and Matrix Methods ("hands on"). R. Harshman.** This course will cover: (a) factor/component analysis of data (and the closely related technique of multidimensional scaling or MDS) including the basic factor model, the logic of factor extraction (PCA vs. common factor model), selecting the number of factors, orthogonal and oblique rotation, "simple structure", interpretation of loadings, factor scores, comparison of factor solutions, exploratory vs. confirmatory factor analysis; (b) an intuitive conceptual introduction to matrix methods, and their application in regression and factor analysis. Students will use the interactive PC based program MATLAB to make it easy to manipulate transform and decompose matrices and see and graph the results; this will give a concrete "hands-on" feel to facilitate understanding of such things as a matrix product, inverse, eigenvalue, rotation, etc. as well as graphic display of data and simple programming techniques. Topics (a) and (b) will progress concurrently and complement one another. Half course; one term

**COGNITION**

**579a. Cognitive Linguistics. P. Denny.** This new approach attempts to look simultaneously at language structure and psychological processing, to show how language and thinking are intertwined in our minds. We will try to get an overall view of the organization of language, propositional thinking, and the flow of discourse and thought. Some special attention will be paid to psycholinguistic experiments which are connected to this kind of theory. Although readings have not yet been selected, linguists who have developed the theory include George Lakoff, Gilles Fauconnier, Charles Fillmore, and cognitive psychologists who are participating include Philip Johnson-Laird, Arthur Glenberg and Catherine Harris. Half course; one term.

**551b. Autobiographical Memory. A. Katz.** In this course, we will review the recent developments in the study of autobiographical memories. Topics to be covered include: considerations of methodology, the content of autobiographical memories, determinants of memorability, distribution across the lifespan, the dynamics of recall. A special emphasis will be placed on examining: (1) memory for emotional or traumatic events, (2) the relationship between confidence and accuracy, (3) vividness and memory, and, (4) whether or not one can create false memories of childhood events. The format of the course will consist of some lectures given by me, as well, each member of the class will be expected to lead one or two seminars. Additionally, if class size permits, experimental research will be planned, and conducted. Half course; one term.

**SOCIAL**

**568a. Attitudes. J. Olson.** This course will cover social psychological research and theory on attitude formation and change. Topics will include: the formation of beliefs and attitudes; motivational forces on attitudes, such as dissonance and reactance; factors that influence the effectiveness of persuasive messages; the impact of attitudes on behaviour; and applied issues, such as prejudice and advertising. Half course; one term.

**565b. Theories of the Self. V. Esses.** This seminar course will survey current theoretical analyses of the self, dealing with issues in both personality and social psychology. The focus will be on motivational and cognitive processes resulting from particular conceptions of the self. Emphasis will be placed on discussing the major issues within each topic and on critically evaluating the empirical work on which current analyses are based. Half course; one term.

**INDUSTRIAL/ORGANIZATIONAL**

**840a. Topics in Industrial Organizational Psychology: The Psychology of Personnel Selection, Recruitment, and Job Analysis. R. Goffin.** This course will cover the application of psychological
theory and methods for the purpose of insuring that the particular individuals hired by an organization are likely to be successful employees. Job analysis, which is a collection of techniques for determining the basic knowledge, skill, aptitude, and personal characteristics required for a job, will be covered. Additionally, the course will cover employee recruitment, and a variety of approaches to personnel selection such as integrity/honesty testing, the employee interview, cognitive ability testing, and personality testing. Cost/benefit considerations in personnel selection will be covered under the rubric of utility analysis. Preference for enrollment will be given to students in the Industrial/Organizational program. Half course; one term.

843b. Topics in Industrial Organizational Psychology: Work Attitudes and Behavior. N. Allen. This seminar is designed to familiarize students with theory and research on work attitudes and behavior. The course will begin with a discussion of major work attitude variables and their measurement. We will then focus on what has been the most widely studied work attitude to date, job satisfaction, with emphasis on theory, measurement, development and consequences. Next we will discuss another widely studied work attitude, organizational commitment, and will conclude with an examination of theory and research pertaining to absenteeism and turnover. Throughout the course, emphasis will be placed on the critical evaluation of theory and research as well as on their implications for practice in applied settings. Preference for enrollment will be given to students in the Industrial/Organizational program. Half course; one term.

846a. Doctoral Seminar in I/O Psychology. Organizational Change: A Psychological Perspective. J. Meyer. This advanced seminar course is intended for Ph.D. students in the I/O program. Organizations are under increasing pressure to adapt to changes taking place in their environments (e.g., improvements in technology; increases in global competition; shifting demographics). These organizational changes, in turn, are creating new demands on managers and employees. We will discuss how accumulated knowledge in I/O psychology and related disciplines (e.g., social psychology; cognitive psychology) can help us to understand and manage employees’ reactions to change. For example, what are the factors that contribute to resistance to change and how can they be overcome? We will also discuss the implications of the changing nature of work for the sciences and practice of I/O psychology. For example, are the traditional approaches to selecting and managing employees still effective, or are new strategies required? N.B. Enrollment in this course is limited to Ph.D. students in the I/O program. Half course; one term

EDUCATIONAL

608b. Topic in Educational Psychology. D. Jared. The objective of the course is for students to gain an understanding of the cognitive processes involved in learning to read and of the educational practices that can best facilitate its development. The course will focus on the whole language vs phonics controversy in reading education and will examine how psychological studies of language processing can contribute to a resolution of the debate. Dyslexia and the relation between reading and writing will also be discussed. Half course; one term

CLINICAL

627a. Adult Psychopathology. R. Norman. This course is designed to familiarize students with theory and research in psychopathology. Seminars will focus on issues surrounding the construction and validity of major diagnostic systems and the disorder subsumed in these systems. Of particular concern will be issues related to the etiology, diagnosis and prognosis of each disorder. Half course; one term.

635a. Professional Foundations of Clinical Psychology. D. Wolfe. The course serves as an orientation to professional issues and skills relevant to all areas of clinical psychology. Ethics, standards of practice, legislation, and other professional issues will be considered. Preference given to Clinical students. Half course; one term

636b. Pre-practicum in Clinical Skills. D. Wolfe. This course is designed to provide clinical students with practice in fundamental clinical skills underlying assessment, intervention, and evaluation.
Interviewing skills are taught with a clinical perspective. Students also complete several exercises focusing on basic cognitive-behavioral techniques. Arrangements will be made for students to attend case presentations relating to other clinical practica courses. Finally, if possible, some interviewing with clients in a setting may also be arranged. Pre- or Co- requisites: for clinical students who have taken Psychology 635a, and 621a/b or 627a/b. Half course; one term

630b. Current Perspectives In Psychotherapy. K. Dance. This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy. the course will examine the theoretical rationales, goals, therapeutic techniques, and effectiveness of several different approaches to therapy, including classical psychoanalysis, object relations, cognitive-behavioural, client-centered, and gestalt therapies. Half course; one term

PRACTICA

610. Clinical Assessment Practicum. R. Martin and L. Swartzman. This course is designed to provide clinical students with skills in the administration, scoring, interpretation, and integration of several major psycho-diagnostic instruments currently used in clinical practice with adults and children. Supervised experience assessing adults or children in clinical settings is included. Emphasis is also placed on the integration of assessment data and report writing. Prerequisites: For clinical students who have already taken Psychology 635a/b, 636a/b, 580a/b, and 621a/b or 627a/b. Full course; two terms.

615y. Advanced Assessment Practicum in Clinical Psychology. L. Swartzman. This advanced assessment practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings (adult or child). Prerequisites: For clinical students who have completed Psychology 610. Half course; two terms.

641y. Clinical Intervention Practicum. L. Swartzman. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have already completed an assessment practicum, Psychology 635a, 636b, 621 a/b or 627a/b, and a graduate half-course covering psychometric theory. Half course; two terms.

649y. Advanced Intervention Practicum in Clinical Psychology I. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have already completed an initial clinical intervention practicum. Half course; two terms.

659y. Advanced Intervention Practicum in Clinical Psychology II. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed 649y. Half course; two terms.

769y. Advanced Intervention Practicum in Clinical Psychology III. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.

770y. Advanced Intervention Practicum in Clinical Psychology IV. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.

771y. Advanced Intervention Practicum in Clinical Psychology V. L. Swartzman. This advanced intervention practicum involves placement of clinical students with an adjunct faculty supervisor in one of our clinical settings. Prerequisite: For clinical students who have completed Psychology 659y. Half course; two terms.
619y. Health Psychology: Practicum. L. Swartzman. This intervention practicum involves placement of clinical students with an adjunct faculty supervisor in a clinical health psychology setting. Specific experience varies across settings. Students will meet with other intervention practicum students on a biweekly basis. Prerequisite: For clinical students who have already completed 641y. It would be advantageous but not essential for Psychology 618a/b - Health Psychology: Theory to have been completed prior to this practicum. Half course; two terms

693. Clinical Internship. L. Swartzman. This course is a full-year (2000-hour) internship for clinical students who have completed all course and practicum requirements, and have made substantial progress on their dissertation. Typically, students are expected to submit a first draft of their dissertation prior to leaving on internship. The internship must be carried out at an approved setting, and written permission is required from both the advisor and the Director of the Clinical Psychology Program.

671y. Applied Clinical Research Practicum. L. Swartzman. This applied research practicum involves placement of clinical students in any one of a range of local service delivery settings (including physical and mental health delivery settings, community agencies, etc...) where they undertake and/or serve as consultants for on-site research projects. "Research" in this context is broadly defined. Students work under the supervision of the course instructor and, when appropriate, may also be co-supervised by an on-site psychologist or other researcher.

Those interested in taking this course are encouraged to speak with the course instructor as soon as possible, so that their particular interests, abilities and time constraints can be matched with the research needs of the service setting.

NOTE: Enrollment in this course is limited to Ph.D. clinical students.

Prerequisites: Permission of instructor, and, preferably, successful completion of a graduate level applied research course or its equivalent (e.g., Program Development, Evaluation, and Marketing (613a/b); Psychotherapy Research (624a/b); Clinical Research Methods (626a/b)).

672y. Advanced Applied Clinical Research Practicum I. L. Swartzman. See 671y for details. Prerequisite: 671y

673y. Advanced Applied Clinical Research Practicum II. L. Swartzman. See 671y for details. Prerequisite: 672y

674y. Advanced Applied Clinical Research Practicum III. L. Swartzman. See 671y for details. Prerequisite: 673y

675y. Advanced Applied Clinical Research Practicum IV. L. Swartzman. See 671y for details. Prerequisite: 674y

PSYCHOBIOLOGY AND CLINICAL NEUROPSYCHOLOGY

756y (Psych) or 757y (Neuro). Research Seminar in Psychobiology. D. Sherry. Faculty and students in Psychobiology and related areas meet every week for one hour to report on ongoing research. Some didactic topics are also covered. Half course; two terms

746a. Advanced Topic in Psychobiology I: The Psychobiology of Ingestion. K.-P. Ossenkopp. This course will examine ingestive behaviour from both an evolutionary and regulatory perspective. It will first examine the evolutionary aspects of ingestion with emphasis on plant-herbivore interactions, evolution of the taste and gustatory systems, and the development of toxin defence mechanisms. It will then focus on the proximate aspects of ingestion by dealing with such topics as the sensory aspects of the taste system and neural control of gustation. The regulatory nature of ingestion will then be pursued by examining the role of the gastrointestinal system, brainstem and hypothalamic involvement in hunger and satiety, the
neurochemistry of feeding, the role of learning mechanisms in feeding. At a more clinical level, the course will deal with pathological aspects of feeding, with an emphasis on anorexia and bulimia nervosa, as well as some current treatment approaches for anorexia and obesity in relation to the neurobiological literature. Half course; one term

747b. Advanced Topic in Psychobiology II: The Psychobiology of the Chemical Senses. M. Kavaliers. This course will deal with the psychobiology of the chemical senses with particular emphasis on olfaction. The course will first examine general features and evolutionary aspects of chemical communication, the production of olfactory signals, the transmission of chemical signals, and the reception of chemical signals. It will then focus on various specific aspects of olfaction and deal with topics such as: the roles of the vomeronasal and accessory olfactory systems; anatomy of olfactory systems; molecular and cellular aspects of olfaction; olfactory systems and endocrine processes; social communication and olfaction, including pheromones and human behaviour; olfaction and memory; olfactory processes and reproduction. The course will also consider olfactory and function in health and disease. Half course; one term

PRACTICA

800a or b. Practicum in Clinical Neuropsychology I. E. Hampson. This is an introduction to practical applications of Clinical Neuropsychology. The course of instruction includes attendance at the interdepartmental Neuropsychology rounds, as well as appropriate hospital rounds in the clinical setting. Typically there will be supervised practical experience in taking medical/neuropsychological histories, administering and scoring basic tests of intelligence and memory on neurological patients, and administering and scoring of specialized neuropsychological tests. Prerequisite: Psychology 526a/b. Half course; one term

804a. Practicum in Clinical Neuropsychology II. E. Hampson. As for Clinical Neuropsychology I, but for advanced students in Clinical Neuropsychology in the fall term. It will typically include supervised report writing on individual cases, reading pertinent literature, and learning special procedures. For senior students, it will include an introduction to ethical principles of practice as they are pertinent to Clinical Neuropsychology. Prerequisite: Psychology 526 a/b. Half course; one term

805b. Practicum in Clinical Neuropsychology II. E. Hampson. As for Clinical Neuropsychology I, but for advanced students in Clinical Neuropsychology in the winter term. It will typically include supervised report writing on individual cases, reading pertinent literature, and learning special procedures. For senior students, it will include an introduction to ethical principles of practice as they are pertinent to Clinical Neuropsychology. Prerequisite: Psychology 526 a/b. Half course; one term